

Task Force on Minority Participation  
in the Environmental Community  
as Authorized by Chapter 520,  
Maryland Annotated Code, Acts of 2006

Final Report to the Governor and  
Maryland General Assembly



November 16, 2007  
Senator Lisa A. Gladden, Co-Chair  
Delegate Nathaniel T. Oaks, Co-Chair



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*If we educate the children and expose them to the environment starting from the third or fourth grade, we will have them for life.*

-- Senator Lisa Gladden

*Today's Chesapeake and Coastal Bays watershed classrooms and communities are filled with minority students and citizens never given the big picture of the relevant intimate stories of the heritage and stake they have in knowing their own regions' environmental status and legacy. This report will address the regions' K-16 schools and community environmental literacy while targeting underserved populations and address environmental justice issues targeting restoration and conservation.*

--Carnelious Jones  
Blacks of the Chesapeake Foundation

*The response to the Chesapeake Bay was overwhelmingly positive. African American saw the Bay as an important resource that should be protected. Further there was strong agreement that government was not doing enough and the people should take more responsibility.*

-- Institute for Urban Research , Morgan State University

*In Piscataway communities, we speak of the environment in terms of gifts from the four directions. The south represents a fertile earth, the west represents the clouds that bring us rain to fill our rivers, lakes, and streams, the north represents the cool winds that move and clear the air so we continually have clean air to breath, and the east brings us the sun upon which all life depends. These remind us of the gifts we receive daily.*

-- a member of the Piscataway-Conoy Tribe

## **EXECUTIVE SUMMARY**

Senate Bill 350 (Chapter 520, MD. Annotated Code, Acts of 2006) created the Task Force on Minority Participation in the Environmental Community with a sunset date of July 2007. The Task Force was charged with evaluating minority participation in the environmental community and make recommendations for improved participation.

Issue areas identified included: 1) the establishment of environmental centers at historically black colleges and universities; 2) the implementation of environmental education and restoration projects for faculty research; 3) providing opportunities for students to participate in the environmental arena and encouraging student participation in community development; 4) improvement of communication with minority communities, and 5) improving the flow of information and services into minority communities regarding land conservation in general and protecting natural resources, open space, and land via conservation easements.

Four main areas of concerns centered on: 1) the lack of minorities in key policy positions throughout the state government; 2) the lack of attention and funding support that traditional environmental organizations directed at minority issues and concerns; 3) the lack of minority participation in the efforts to protect and restore the Chesapeake and Coastal Bay watersheds, and 4) the lack of public education programs directly connecting minority health issues to the disparate environmental conditions that prevail in some communities.

Workgroups were established in the following areas: 1) educational and community programs for K-16; 2) enhancing communications and improving participation; 3) environmental career paths, and capacity development, and 4) funding and legislation. Key findings include: 1) African Americans and other minorities are extremely concerned about environmental issues that affect their daily lives; 2) the state must make a long-term commitment to understanding the needs, desires, diverse histories, and perceptions held by minorities with regard to the natural environment; 3) the need for having a diversified workforce must take on a high priority in the environmentally oriented departments, and 4) a comprehensive media strategy is needed to raise awareness of key environmental issues in the minority community by using history and culture as the gateway.

A key recommendation is the creation and funding of the Maryland Minority Environmental & Land Trust (MELT). The MELT would serve as a vehicle to implement and finance the various recommendations outlined in this report. The General Assembly would establish the trust with initial investments of \$250,000 per year for the first five years. Additionally, nine agencies involved in environmental issues would contribute \$100,000 annually in dollars or in-kind services for a 5 year period. Total funding for the first five years is \$5,750,000.

Additional recommendations include establishing an Inter-Agency Workgroup and a Steering Committee. Also, the concept of a virtual environmental center was recommended in lieu of constructing and staffing new brick-and-mortar centers. It will be comprised of existing environmental centers at historically Black colleges and universities, satellite centers at other universities and minority communities throughout the state. It will foster minority participation in the environment through activities in areas of research and development, university education, job force training, mentoring, and outreach and communications programs.

## **BACKGROUND**

### **Origins of the Minority Task Force**

As environmental issues have pushed near the top of legislative agendas, communities across the state have expressed concerns about low levels of minority involvement in environmental advocacy compared with the general population's involvement. Senator Gladden lamented about being the only minority in attendance at the annual Environmental Summit held in Annapolis at the beginning of each session of the Maryland General Assembly. She also made observations about the low level of participation at the Maryland Legislative Black Caucus annual workshops and wanted to see more done around the key issues facing minorities and environmental health. At the 2005 Black Caucus' Environmental Justice Forum held in the Miller Senate Office Building, Senator Gladden was introduced to the Blacks of the Chesapeake Foundation and discussions about establishing a Task Force on Minority Participation in the Environment ensued.

The Blacks of the Chesapeake Foundation (BOC) spearheaded the effort to bring this matter to the attention of key members of the legislature. Leaders of the foundation presented their research to Senator Lisa Gladden. Senator Gladden had a strong reputation among African American legislators as a fierce advocate for the environment and was constantly challenging traditional environmental organizations to become more inclusive in their programs and policies. Senator Gladden was particularly concerned about youth and urban-based environmental justice and health issues. Senator Gladden reviewed a research paper prepared by the foundation, "Environmental Education, Environmental Justice and Ecosystem Restoration for the Chesapeake Bay Watershed and Atlantic Ocean Coastal Bay Estuary" (Appendix C.). The report cited some key statistics, including the fact that the Chesapeake Bay and Coastal Bay watersheds represent more than 80,000 square miles covering Maryland, Delaware, Virginia, the District of Columbia and portions of Pennsylvania and New York. Over 40% of the 15 million people living in this area are comprised of African Americans, Hispanics and other minorities. Approximately 80% of the population is concentrated in the urban areas.

Senator Gladden used this data along with key recommendations in the report to raise attention about the need for more minority involvement in environmental matters. The recommendations addressed issues such as: building capacity among existing minority organizations to help close the gap in participation within the environmental community; expanding multi-cultural curriculum offerings which address the significant contributions of minorities in the environmental community; developing strategies to engage minorities in hands on environmental restoration projects; and developing approaches to tap into the tremendous academic brain power held by historically black colleges and universities. The Senator also noted that the report highlighted the need to use radio and television as a means to reach out to minority populations to first raise their awareness about key environmental issues and then encourage their participation. Finally, the report addressed issues relating to land ownership and conservation. The issue of heir property is one that has historically plagued members of the minority community. In many cases minorities have died without clear title to their properties. A comprehensive campaign of education is needed to enlighten minorities on strategies for preserving property, which has been in their families since the Civil War.

Subsequently, Senator Gladden developed a strategy for crafting a bill, which addressed the concerns outlined in the report. Her approach was to create a state-wide task force to respond to

the challenges outlined in the Blacks of the Chesapeake Report and previous works such as the 1984 Conference which generated a report, “Minorities, Environmental Issues and Job Opportunities: A Partnership for Maryland’s Future”. (On-Line Resources) Senator Gladden reached out to Senate President Thomas “Mike” Miller and other members of the General Assembly to begin moving this initiative forward. Delegate Nathaniel T. Oaks served as the lead sponsor of the measure in the Maryland House of Delegates. The measure successfully cleared both chambers and became Maryland law in May, 2006. Senate President Mike Miller appointed Senator Lisa Gladden, Co-Chairman of the Task Force and House Speaker Michael Busch appointed Delegate Nathaniel T. Oaks, Co-Chairman of the Task Force.

## **Challenge**

The environmental movement in the United States is more than a century old. The last four decades have witnessed increases in public oversight, governmental regulation, and private sector resource commitment. The result has been that many of the challenges brought to light by environmental perspectives are being met. Most popular in recent decades have been efforts toward conservation and sustainability of the Earth’s natural resources. As an example, in 2007 Former U.S. Vice President Al Gore won the Nobel Peace Prize and Academy Award for his film on Global Warming and climate change titled, “An Inconvenient Truth.”

Another important component of environmentalism, seeks to protect the quality, condition, and sustainability of human habitats from industrial and behavioral abuses. While environmental problems of any type affect everyone, minority communities carry a disproportionate burden, as they most often link notions of environment to where they live, work, play, pray and learn. This fact is captured best by the proliferation of terms like “environmental health”, “environmental racism”, and “environmental justice”. Under-represented in both the public and professional realms of the environmental movement, ethnic minorities and the economically underprivileged often do not have access to meaningful work, information, or solutions to the issues they face. Not opposed to “green” agendas, the minorities in the environmental and natural resources movement instead seek to ensure that otherwise positive actions of environmentalism in one geographic area (occupied by the politically and economically privileged) do not impact adversely on the habitats of the others (the under-privileged), as has been in evidence historically.

The involvement of ethnic minorities and the economically underprivileged in the environmental community has been most lacking with regards to policy-making, career opportunities, and large-scale grassroots organization. Minorities are deeply desirous of environmentalist dialogue, so long as it is broadened to encompass habitat concerns on equal footing with conservation issues. They reject the popularly held notion that a deficiency in environmental wisdom or knowledge exists on their part. Resource conservation and human habitat protection must proceed in tandem if the ultimate goals of environmentalism are to be realized. This is best assured by the promotion of open channels of communication and participation by all segments of society.

An emerging strategy is the connection between clean energy and “green collar jobs.” There is an increasing dialogue in Washington, D.C. between congressional leaders, environmentalists and job developers. Congressman Edward J. Markey issued this statement on May 22, 2007. “A national transition towards large-scale use of clean energy technology would not only reduce heat-trapping pollution, but would create hundreds of thousands of good American jobs and provide underserved communities a pathway out of poverty.”

## **WORKGROUP RECOMMENDATIONS**

### **A. EDUCATIONAL AND COMMUNITY PROGRAMS FOR K-16**

This work group was tasked to formulate a method for disseminating information about careers in the environmental arena, implementing environmental education and restoration projects, furthering student and faculty research, and providing opportunities for students to participate in government, nonprofit, and private projects, and grassroots community development. The recommendations lead with a Virtual Environmental Center, with satellite centers to follow, maintaining an equal number of centers at HBCUs and in impacted communities.

#### **VIRTUAL ENVIRONMENTAL CENTER**

The goal of the Virtual Environmental Center is to foster minority participation in environmental training, work, public policy, and personal choices through activities in the areas of research and development; university education, job force training, mentoring, and outreach & communications programs. The virtual center will be comprised of the existing environmental centers at Historically Black Colleges and Universities, satellite centers at other universities and minority communities throughout the state. The key to this approach is the utilization of existing facilities and personnel to carry out the objectives within the recommendations. Additional funding for the virtual centers' research and training will be sought through the supportive structure of the Minority Environmental & Land Trust. This organizational strategy reflects the wide array of established partnerships, proven methodologies, needs/interests, and participants in the educational and community-based aspects of the environmental movements. An example of this strategy is the recently signed memorandum of understanding between federal, state, and university partners, which created the Linking Environmental and Academic Programs (LEAP). (See Appendix E) All centers will actively host K-16 activities. The Task Force identified a model currently under use by the School of Natural Resources and Environment, University of Michigan. The Minority Environmental Leadership Development Initiative is an excellent example of the web-based resource. (See On-Line Resource)

#### **RECOMMENDATIONS:**

1. Establish a Virtual Environmental Science Center consisting of the existing environmental centers at the HBCU's and their academic partners at other USM campuses, satellite centers at other universities and the minority communities throughout the state. The virtual centers will be able to draw additional funding and focus on research and training within the supportive structure of the Minority Environmental & Land Trust. This organizational strategy reflects the wide array of established partnerships, proven methodologies, needs/interests, and participants in the educational and community-based aspects of the environmental movement. All centers will actively host K-16 activities.

2. Research, Education and Outreach Methodologies: create cultural, historical and environmental teaching activities that actively engage youth, educators, artists, entrepreneurs, and the public in learning about and solving community based problems requiring environmental knowledge, advocacy and leadership.

3. Strengthen and promote educational programs for pre- K through 12<sup>th</sup> grade, home school, after-school, and out-of-school opportunities, including existing resources and pilot programs. Continue to use successful models of “Culture as a Gateway” (Blacks of The Chesapeake Foundation) and the “Three Legged Stool of Environmental Knowledge, Advocacy, and Leadership (Maryland Summer Center and Leadership Institute).

## **OBJECTIVES (FOR WHICH MEASURABLE OUTCOMES WILL BE DEVELOPED)**

Objective 1: Provide outreach to the public (K-16 and the Community) in Environmental Sciences:

1. Outreach to K -16 (including Community Colleges) that enhances education and training in Environmental Sciences and creates a pipeline for the job market.
2. Outreach to the community that enhances the awareness of environmental issues through an information sharing and dissemination bureau.
3. Partnerships with state and federal agencies and the private sector to address environmental issues.

Objective 2: Provide education and training opportunities to faculty, staff and students in Environmental Science:

1. Develop Certificate Programs in Environmental Sciences.
2. Develop Minor Programs in Environmental Science Disciplines.

Objective 3: Develop faculty research at HBCUs:

1. Establish/maintain relevant partnerships with research intensive universities, industry, State and Federal agencies, community associations, small businesses, consultants and artists.

Objective 4: Develop family and community based programs:

1. Establish a community team, approved by the Steering Committee to work with the community on environmental issues.
2. Use a consensus building process to research, discuss, and prioritize community issues appropriate to the scope and resources of the Center.
3. Develop desired community outcomes (standards) which serve as a platform for environmental awareness, the work of the center, and community input/ expectations from programs of government accountability (such as Bay Stat).
4. Work with the Center to develop optional, free, Green Certification for Day Care providers.

Objective 5: Enhance communications:

1. Maintain a dedicated and consistent web site for the (virtual) Center and all satellites
2. Help to identify sponsors, partners, contractors, etc for community and center projects.
3. Generate and implement contests to inspire community dialog and projects (actions with measurable environmental outcomes).
4. Establish and maintain a resource/ reading area in main center and all satellites.
5. Abstract and post news about environmental legislation and policy issues on the web site.



## **B. ENHANCING PARTICIPATION AND IMPROVING COMMUNICATION**

This workgroup was tasked with researching barriers to minority involvement in environmental issues and to develop recommendations on strategies for enhancing minority participation. The major recommendations identified by the group were:

1. establishing a dialogue between the minority communities and traditional environmental conservationists,
2. providing meaningful environmental experiences,
3. developing culture centric messaging materials, and
4. establishing linkages with the community via liaisons at state agencies.

### **1) Establishing dialogues**

In order to raise awareness among minorities of environmental issues and causes, we likewise need to find ways to raise awareness among the parties of the traditional environmental movement of the issues that directly affect and are of concern to people of color. The lens through which minorities view environmental matters is very different from that of non-minorities.

The environmental movement does not look at the issues that directly affect people of color. This situation has greatly influenced the willingness of some “minorities” to participate in the movement. The question to be addressed is: how do we find synergy between traditional environmentalists and grassroots environmentalists or minority activists?

To start, there should be a move to engage influential people and groups as well as senior environmental opinion leaders from mainstream organizations such as these: the Sierra Club, National Wildlife Federation, Chesapeake Bay Foundation, Alliance for the Chesapeake Bay, Water Keepers Alliance, Environment Maryland, Maryland Environmental Trust, 1000 Friends of Maryland, Eastern Shore Land Conservancy, and Nature Conservancy, to help them see environmental issues through the eyes of minority, grassroots, or inner-city populations. Ultimately, changes are needed in the thinking and ideology behind mainstream interests, to become more inclusive of minority interests.

### **SPECIFIC RECOMMENDATIONS:**

To raise awareness in the traditional environmental community, of the issues that directly affect and are of concern to people of color, the following recommendations were made:

- a. Charge existing groups such as the Commission on Environmental Justice and Sustainable Communities (CEJSC) to reach out to representatives of various minority groups throughout the state to seek their input on the best strategies to get the attention of the minority audience.
- b. The Commission on Environmental Justice or other groups may also be charged to educate mainstream environmental organizations and policy decision-makers about environmental issues of concern to minority communities and disparities in environmental conditions in minority communities compared with majority communities.

- c. Have policy makers and agency leadership ask mainstream environmental organizations how their policy agendas include issues relating to minority and under-represented communities;
- d. Have policy makers and agency leadership ask mainstream environmental organizations key questions such as, (1) who are your members, how many of your members are minorities, or what are the demographics of your mailing list; (2) how many minorities are on your board of directors; and (3) what organizations are on the invitation list for your upcoming conferences, summit, focus group, etc.
- e. Provide ways for minorities to become involved in organizations dealing with environmental issues without monetary requirements or requirements to become a member.
- f. Bring private foundations into the dialogue to find out what kinds of environmental projects are being funded in minority communities. These funders, for example, will include Chesapeake Bay Trust, Chesapeake Bay Funders Network, Keith Campbell Foundation for the Environment, Town Creek Foundation, Abell Foundation, Baltimore Community Foundation, Annie E. Casey Foundation and others.
- g. Organize community field trip(s) to neighborhood industrial sites or to farms, such as the Mills family farm in Upper Marlboro, where development is encroaching. The purpose would be to provide first-hand experience regarding the interests of minority communities.

To raise awareness among minorities about various environmental issues and causes, and to generate empowerment to take action around environmental issues the following recommendations were made:

- a. The State, the legislature, and environmental organizations should solicit the views and involvement of minorities in environmental issues through policy forums; in addition to providing education/career development (see the recommendations of the K-16 Workgroup).
- b. Host a state-wide minority community environmental summit focused on the breadth of issues being addressed by all groups. This would start the dialogue and the database of participants would be used to broaden all environmental interests.
- c. Provide minority community leaders opportunities to participate in decision-making about environmental issues.

## **2) Provide meaningful environmental experiences**

One of the ways this can be done is to leverage resources for increasing minority access to natural resources such as through educational trips to learn how to kayak or acquire other personal skills connected to the natural world. Establish incentives such as requirements that state grant recipients (Chesapeake Bay Foundation, Living Classrooms Foundations, North Bay Environmental Center, etc.) provide a certain number, percentage, etc. of trips to minority groups. Target mainstream environmental groups such as the Chesapeake Outward Bound.

Another type of environmental experience can be provided through partnerships with city, state, and private partners such as turning vacant lots in communities into school and community

gardens. Young people can be taught about nature, such as growing plants from seed in the garden. Teachers and community educators can also incorporate lessons about other youth issues, such as pregnancy prevention, drawing the parallel between seedlings' need for time and attention and a baby's need for time and attention. Nature walks followed by picnic discussions are also a low cost option for meaningful environmental experiences. An excellent example of this model is the Chesapeake Ecology Center at Adams Park in Annapolis.

Public and private agencies should consider lifting restrictions on access to natural resources. Communities were able to access the watersheds without permits or private property restrictions but now they have much more difficulty accessing them to teach children about the natural world and continue traditions related to the natural world.

### **3) Developing culture-centric messaging materials**

To communicate with minority communities, the Workgroup recommends developing culture-centric messaging materials on environmental issues of concern to minorities. These should include images, sounds, and ideas that resonate within the minority communities. (See "Examples" below.) Also, members of minority communities should be encouraged to take on leadership roles, to teach other members of their community about the environment. The message coming from a member of the same minority community is better received than the same message from an outsider.

Note that when communicating with minority communities about environmental issues of concern to mainstream organizations, it is imperative to include the views and priorities that the minority communities themselves consider most important.

#### **EXAMPLES:**

##### Concepts

1. Communicate messages such as, "the environment is close to home" and "the environment is in the neighborhood".
2. Direct children's attention to the many aspects of the environment that affect us, for example, issues as basic as the weather and the seasons.
3. Draw the link to health issues, for example, the connections between asthma and the environment.
4. Include issues concerning the indoor environment and children's outdoor play areas, such as exposure to tobacco smoke and lead paint.
5. Make the connection to issues that resonate in many minority communities: effects of littering, blighted neighborhoods, and polluted waterways.
6. Include broader issues of the environment, for example, personal safety in the community.

##### Sample Images

1. Chickens, pigs, and other livestock animals shown in a healthy environment contrasted with the same animals in a polluted environment, and images of these animals as meat in different foods. Show the link between food and where it comes from, and have different images reflect the diets typical of different minority communities.

2. Young people shown standing by the Chesapeake Bay or rivers or lakes in Maryland, engaged with the environment; for example, holding a clam or crab. Diversify the different images shown to represent different groups of minority youth.

#### Delivery Methods

1. Churches, mosques, and other religious institutions: engage with religious leaders to transmit environmental information to congregants including holding health fairs with information about health and resident rights regarding lead in housing, household pollutants, and more.
2. Collaborate with television networks to deliver public service announcements.
3. Develop television commercials to be targeted to different minority audiences who may watch different television shows and stations, for example, Spanish-language stations.
4. Put up posters at schools, community centers, fish fries and other community events and locations.
5. Create games and other fun ways of teaching young people about the environment.
6. Deliver radio announcements to reach minority *and* majority audiences.
7. Send out mailings or hand out fliers at events in the minority community and environmental meetings in the mainstream environmental community.
8. Use language-appropriate materials for minority communities whose primary language may not be English.
9. Integrate a common message into different types of music common to different minority communities, for example gospel, Latin music, Caribbean music, or jazz.
10. Integrate a common message about environmental issues with dance, traditional dress, or history associated with different minority communities
11. Have the Maryland Department of the Environment (MDE) and the Maryland Department of Natural Resources (DNR) adopt a theme regarding the environment, and encourage community organizations to also adopt the theme.
12. Conduct a literature review or survey of what additional methods work and what methods other groups have used before for minority environmental communication. Replicate methods that have worked.
13. At environmental organizations and government agencies, hire staff who “look like” the minority communities that they are trying to reach.

#### **4) Provide for community liaisons at state agencies**

Have a community-based environmental advocate within each Maryland state government agency. This person would be responsible for education and outreach to minority communities as well as bringing minority communities’ environmental needs to the legislature and state officials.

## **MEASURABLE OUTCOMES**

Any communication campaign or project for reaching minority communities or bringing environmental concerns to mainstream organizations should include a plan for evaluating the outcomes of the campaign. The plan may include measures and tools such as the following:

- 1.** Survey changes in minority communities' knowledge, beliefs or attitudes about the environment.
- 2.** Survey changes in the numbers of members of minority communities involved with various environmental activities, such as membership in environmental organizations or attendance at environmental conferences.
- 3.** Survey changes in mainstream organizations' knowledge, beliefs or attitudes about the environment and environmental issues important to minority communities.
- 4.** Survey changes in the number of minorities enrolled in higher education environmental courses of study.
- 5.** Survey changes toward more inclusive policy agendas presented at the Maryland Environmental Summit.
- 6.** Survey measurable increases in minority citizen participation in the Maryland Environmental Summit.

## **C. ENVIRONMENTAL CAREER PATHS AND CAPACITY DEVELOPMENT**

The Environmental Career Paths and Capacity Development Workgroup was tasked to review the various environmental professions within state agencies, the number of those positions held by minorities, and to make recommendations on how to enhance career paths and capacity development in government and private industry.

After research, analysis, and assessment of historical and current impediments to achieving greater representation of minority managers and scientists within Maryland state government agencies, the Environmental Career Paths and Capacity Development Workgroup makes these recommendations:

1. The State of Maryland government should proactively take steps to rectify its inadequate minority employee representation within scientific classifications, whose core work has impact upon the environment. A personnel strategy with sufficient follow-up actions is imperative if we are to provide our minority youth with diverse environmental role models who can assist in their success.
2. Political and agency representatives and other appropriate Task Force Members should meet with Dept. of Budget and Management's (DBM) Secretary to discuss development of a Maryland state government Minority Environmental Workforce Program. The program should be funded and patterned after the federal Student Careers Employment Program (SCEP).
3. Appropriate Task Force members should also meet with the Maryland State Superintendent of Education, the Assistant Superintendent of Instruction, and the Directors of Curriculum Development and Counseling, to address current educational impediments to representation of minority scientists within the workforce.
4. A private-public partnership should be established within the Minority Environmental & Land Trust Fund dedicated to the delivery of environmental career-counseling, environmental pin -development within Maryland state government agencies, and environmental job placement services.
5. A minority hiring targeted goal of 10% minority professions, of current positions available at DNR, MDE, DHMH, MDOT, and MDA, should be established by the Secretaries of these agencies, DBM, and Governor's office.
6. Green or environmental businesses within Maryland should be encouraged to sign MOU's establishing private-public partnerships with the state of Maryland, Historical Black Colleges (HBC's), and non-governmental organizations, whose mission is improvement of the environment.
7. Tax incentives should be established by Maryland state government for private-sector green businesses who document 10% percent of their recent hires as minority professionals. This percentage is the same as the MD Small Business Reserve Program.

8. Media/Recruitment outreach of scientific-oriented government should be advertised more effectively on: broadcast radio, State funded transit, within Minority Scientific associations, on cable television, the Internet, and within the print media.
9. The personnel-recruitment-outreach process involving scientific positions within Maryland state government agencies should be lengthened to 5 weeks per position, allowing adequate time to disseminate the information via community outreach techniques.
10. Any minority student who successfully completes an Internship at a Maryland state government agency and who graduates from a college with a degree within a scientific discipline should receive a \$10,000 bonus, if interviewed and selected for a scientific position. Such an employee should also commit in writing to working for the state of Maryland for at least 5 years.

## Next Steps

### Create an Executive Order

Governor should include minority hiring and participation goals within environmentally oriented agencies as a key part of State/Bay Stat. A minority based matrix should be instituted to track and measure progress and performance.

### Review Administrative Regulations

Review Minority Recruitment & Retention within the designated agencies to increase the presence of minority professional and scientific personnel.

## **D. FUNDING AND LEGISLATION**

This workgroup recommends that the Maryland General Assembly pass legislation to establish a Maryland Minority Environmental & Land Trust. (MELT) The purpose of the Trust would be to provide funding and leadership to implement the Task Force's programmatic recommendations.

The Minority Environmental & Land Trust would meet three goals:

1. Serve as a clearinghouse for professional development opportunities including, but not limited to, capacity building partnerships, recommendations for public and private review boards, ensuring funding and services reach minority communities for whom they are intended.
2. Develop a Virtual Environmental Center in order to facilitate minority education and participation at all levels from daycare to university research. When funding allows; the virtual center will help to support and operate an equal number of satellite centers at historically black universities and their partners in the research intensive USM campuses, in minority communities to continue to pursue research, educational/training, and programming goals in resonance with the Minority Environmental & Land Trust's Virtual Environmental Center. The Virtual Center will use a consensus building process to research, discuss and prioritize environmental community issues for funding.
3. Expand the environmental dialogue of minority and mainstream communities and organizations in order to reflect overlapping and complex understandings of environmental issues and their solutions. For example, while non-minorities tend to consider the environment a factor of natural resources, minorities often link their environment to human habitats- where they live, work, play, pray and learn.

If the MELT is to remain a viable and self sustaining entity, various fund raising strategies would have to be pursued.

### **Minority Environmental & Land Trust (MELT)**

The task force ultimately proposes the establishment of a Minority Environmental & Land Trust. It was determined that a dedicated funding vehicle was necessary to sustain the presence of minorities in the environmental community. The MELT would serve as a vehicle to implement the various recommendations outlined in this report. The General Assembly would establish the trust with initial investments of \$250,000 per year in funding from general funds, special funds or fees for the first five years. Additionally, each of nine agencies would contribute \$100,000 in real dollars, in-kind services, or as leveraged services for a 5 year period. The five contributing agencies are the Departments of Natural Resources, Environment, Agriculture, Transportation, Health and Mental Hygiene, Education, Planning, Business and Economic Development and Housing and Community Development.



## Funding

Fund Source	Year – 2008	Year - 2009	Year - 2010	Year - 2011	Year - 2011	Total
General Assembly	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$1,250,000.00
Agency Contributions	\$900,000.00	\$900,000.00	\$900,000.00	\$900,000.00	\$900,000.00	\$4,500,000.00
Total	\$1,150,000.00	\$1,150,000.00	\$1,150,000.00	\$1,150,000.00	\$1,150,000.00	\$5,750,000.00

## Inter-Agency Workgroup

An Inter-Agency workgroup shall be established, with one representative from the Departments of Natural Resources, Environment, Agriculture, Planning, Transportation, Health and Mental Hygiene, Education, Business and Economic Development and Housing and Community Development to oversee the recommendations set forth in this task force report. An annual report shall be made to the Governor, Senate President, House Speaker and Department Secretaries documenting the progress of the Inter-Agency Workgroup.

## Steering Committee

A steering commitment shall be formed to over-see the development of the Minority Environmental & Land Trust and the creation and implementation of the Virtual Environmental Center. The steering committee shall be comprised of members from the task force and additional persons will be recruited as members of the committee. The steering committee shall seek additional funding partners such as the Chesapeake Bay Trust, The Chesapeake Funders Network, major foundations, business and corporate contributions and private donors. In addition, funding shall be sought from key federal agencies such as the Environmental Protection Agency (EPA), National Oceanic and Atmospheric Administration (NOAA), Department of Agriculture, and others. A special effort will be targeted toward our congressional representatives to help with funding at the federal level (i.e. No Child Left Inside Initiative). A key aspect of the steering committee will be the active involvement of a private industry component. An emphasis will be placed upon businesses in the environmental and natural resources community.

## Legislation

1. Create enabling legislation to establish the Minority Environmental and Land Trust.
2. Create enabling legislation to establish the Virtual Environmental Centers.
3. Include funding the task force recommendations in the proposed “ Green Fund” or “Chesapeake Bay Trust Fund” to be reintroduced in the 2008 session of the General Assembly.

## Next Steps

Establish a Steering Committee to oversee the creation of the Minority Environmental & Land Trust.

Establish a Steering Committee to oversee the creation of the Virtual Environmental Centers.

Establish a committee to begin planning for a state-wide conference on Minorities in the Environmental Communities to be held in the fall of 2008.

## CONCLUSION

The Senate Task Force on Minority Participation in the Environmental Community recommends that the General Assembly establish a Maryland Minority Environmental & Land Trust (MELT) in order to pursue the Task Force's recommendations in the following areas:

- \*Funding and Legislation,
- \*Educational and Community Programs for K-16,
- \*Environmental Career Paths and Capacity Development, and
- \*Enhancing Communications and Improving Participation.

The overall purpose of the MELT is to ensure minority workforce opportunities, information, and services in minority communities, and the development of effective minority leaders, organizations, and businesses.

Through their concerted action, the following partners can significantly and measurably increase minorities' participation in the environmental community: state and federal agencies, Morgan State University, the University System of Maryland, minority and mainstream environmental organizations, industry, communities, and individual citizens.

Overall, these groups and individuals should take action as follows.

First, the mainstream environmental community should speak about the environment in terms that all members of the community can understand.

The state should facilitate a meaningful environmental experience for all students and keep key places accessible to the public.

Environmental programs from the public and private sectors should continue to use history and culture to provide a gateway for exposure to environmental issues, while technology and science programs can be used to reinforce project-based learning from pre-kindergarten through college.

For post-secondary students, universities should establish career paths with competitive salaries, internships, and commitments from employers upon graduation.

The Minority Environmental & Land Trust will take the lead in accomplishing the above goals. The Steering Committee for the Trust, consisting of selected members of the Task Force and recruited representatives of various, institutions, organizations and businesses, will develop the infrastructure of the Trust and guide the establishment of a fully staffed and operational entity.

Revised and Updated: November 13, 2007

## **APPENDICES**

# Appendix A.

## Senate Bill 350

### UNOFFICIAL COPY OF SENATE BILL 350

M3 (6lr1497)

#### **ENROLLED BILL**

-- *Education, Health, and Environmental Affairs/Environmental Matters* --

Introduced by **Senators Gladden, Britt, Conway, Currie, Exum, Hughes, Jones, Kelley, Lawlah, and McFadden**

Read and Examined by Proofreaders:

\_\_\_\_\_  
Proofreader.

\_\_\_\_\_  
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this  
\_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_ o'clock, \_\_\_\_ M.

\_\_\_\_\_  
President.

CHAPTER \_\_\_\_\_

1 AN ACT concerning

2 **Task Force on Minority Participation in the Environmental Community**

3 FOR the purpose of establishing a Task Force on Minority Participation in the

4 Environmental Community; establishing the membership and staffing of the

5 Task Force; requiring the President of the Senate and the Speaker of the House

6 to designate the chair of the Task Force; authorizing the Task Force to establish

7 certain subcommittees; requiring the University System of Maryland to provide

8 student internships to assist in staffing the Task Force; requiring the Task

9 Force to evaluate and make recommendations regarding certain issues;

10 requiring the Task Force to submit a report to the Governor and General

11 Assembly regarding its recommendations by a certain date; prohibiting a

12 member of the Task Force from receiving certain compensation, but authorizing

13 a member of the Task Force to receive certain reimbursements; providing for the

14 termination of this Act; and generally relating to the Task Force on Minority

15 Participation in the Environmental Community.

#### **2 UNOFFICIAL COPY OF SENATE BILL 350**

1 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF

2 MARYLAND, That:

3 (a) There is a Task Force on Minority Participation in the Environmental  
4 Community.

5 (b) The Task Force consists of the following members:

6 (1) Three members of the Senate of Maryland, appointed by the  
7 President of the Senate;

8 (2) Three members of the House of Delegates, appointed by the Speaker  
9 of the House;

10 (3) The Secretary of the Environment, or the Secretary's designee;

11 (4) The Secretary of Health and Mental Hygiene, or the Secretary's  
12 designee;

13 (5) *The Secretary of Natural Resources, or the Secretary's designee;*

14 (5) (6) The Chancellor of the University System of Maryland, or the

15 Chancellor's designee, preferably from an historically black university;

16 (6) (7) The President of Morgan State University, or the President's  
17 designee;

18 (7) (8) The President of Sojourner-Douglass College, or the President's  
19 designee;

20 (8) (9) The President of the University of Maryland Eastern Shore, or  
21 the President's designee;

22 (8) (9) (10) One representative from the Blacks of the Chesapeake  
23 Foundation;

24 (9) (10) (11) One representative from the Reginald F. Lewis Museum of  
25 Maryland African American History and Culture; and

26 (10) (11) (12) The following members, appointed by the Governor:

27 (i) One representative from Maryland's Tributary Strategy  
28 Program;

29 (ii) One representative from Maryland's Commission on  
30 Environmental Justice and Sustainable Communities;

31 (iii) One representative from a local government's zoning and  
32 planning team;

### **3 UNOFFICIAL COPY OF SENATE BILL 350**

1 (iv) One representative from the Alliance for the Chesapeake Bay,  
2 or a nonprofit organization with a similar mission and role of nonpartisanship;

3 (v) One representative from the African American Land Trust;

4 (vi) One representative from the Maryland Land Trusts, or one of  
5 Maryland's local land trusts;

6 (vii) One representative from the University of Maryland  
7 Biotechnology Institute; and

8 (viii) One representative from the Chesapeake Ecology Center.

9 (c) The President of the Senate and the Speaker of the House of Delegates  
10 shall jointly designate the chair of the Task Force.

11 (d) The Task Force may establish subcommittees as it determines necessary to  
12 fulfill its duties.

13 (e) (1) The University System of Maryland and the Department of Natural  
14 Resources, *the Department of Natural Resources, and the Department of the*  
15 *Environment* shall provide staff for the Task Force.

16 (2) The University System of Maryland and the Task Force shall provide  
17 opportunities for internships for students to staff the Task Force in exchange for class  
18 credit, to the extent practicable.

19 (3) The staff of the Department of Natural Resources *and the*  
20 *Department of the Environment* shall manage the student intern.

21 (f) A member of the Task Force may not receive compensation for serving on  
22 the Task Force but is entitled to reimbursement for expenses under the Standard  
23 State Travel Regulations, as provided in the State budget.

24 (g) The Task Force shall:

25 (1) Evaluate and make recommendations regarding methods of  
26 improving minority participation in the environmental community, including:

27 (i) Establishing environmental centers at historically black  
28 colleges and universities, such as Morgan State University, Bowie State University,  
29 Coppin State University, University of Maryland Eastern Shore, and Sojourner  
30 Douglass College, for disseminating information about careers in the environmental  
31 arena, implementing environmental education and restoration projects for faculty  
32 research, providing opportunities for students to participate in the environmental  
33 arena, such as student internships with governmental or nonprofit organizations, and  
34 encouraging student participation in community development;

### **4 UNOFFICIAL COPY OF SENATE BILL 350**

1 (ii) Improving communication to minority communities and

2 encouraging community participation on water quality and environmental health

3 issues and other environmental justice issues affecting their communities; and  
4 (iii) Improving the flow of information and services into minority  
5 communities regarding land conservation in general and protecting natural  
6 resources, open space, and land via conservation easements; and  
7 (2) Submit a final report of its findings and recommendations to the  
8 Governor and, in accordance with § 2-1246 of the State Government Article, the  
9 General Assembly on or before July 1, 2007.  
10 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect  
11 July 1, 2006. It shall remain effective for a period of 1 year and 1 month and, at the  
12 end of July 31, 2007, with no further action required by the General Assembly, this  
13 Act shall be abrogated and of no further force and effect

## **Appendix B.**

### **TASK FORCE MEMBERS**

**Senator Lisa Gladden** (District 41), Task Force Co-Chair  
**Delegate Nathaniel Oaks** (District 41), Task Force Co-Chair  
**Senator Ulysses Currie** (District 25)  
**Senator Nathaniel McFadden** (District 45)  
**Delegate Rudy Cane** (District 37A)  
**Delegate Marvin Holmes** (District 23B)  
**Dr. Clara Adams**, Special Assistant to the President, Morgan State University  
**Mr. David Bancroft**, President, Alliance for the Chesapeake Bay  
**Ms. Deni Henson**, Director, African-American Land Trust  
**Dr. Jennie Hunter Cevera**, President, Biotechnology Institute, University of Maryland (UMBI)  
**Dr. Rosemary Jagus**, Professor, University of Maryland - Center of Marine Biotechnology Institute (UMBI-COMB)  
**Mr. Carnelious Jones**, Chairman, Blacks of the Chesapeake Foundation, Inc.  
**Mr. Robert W. Keddell**, Environmental Educator, Educators Connecting Research to the K-16 Classroom (ECRC) the Johns Hopkins University  
**Mrs. Barbara Levin**, Planner, Maryland Environmental Trust  
**Dr. Clifford Mitchell**, Director, Environmental Health Coordination & Public Health Residency Program, Maryland Department of Mental Health & Hygiene  
**Mr. Jamal Mubdi-Bey**, Director, Community Outreach, Sojourner Douglass College  
**Ms. Michelle Muhammad**, President, Alliance for Kraftwork, Health and Sustainable Arts (AKHASA),  
**Dr. Joseph Okoh**, Chairman, Department of Natural Sciences, University of Maryland Eastern Shore  
**Dr. Joan T. Robinson**, Provost & Vice President for Academic Affairs, Morgan State University  
**Dr. Larry Shannon**, Dean, School of Arts and Science, Bowie State University  
**Mr. Mike Slattery**, Former Assistant Secretary, Maryland Department of Natural Resources  
**Mr. Scot T. Spencer**, Chair, Maryland Commission on Environmental Justice and Sustainable Communities  
**Mr. Thomas Taylor**, Environmental Business Community, Oyster Ranch ©  
**Dr. David Taft Terry**, Executive Director, Reginald F. Lewis Museum of Maryland African American History and Culture  
**Mr. Fred Tutman**, Patuxent River Commission, River Keeper  
**Dr. Joseph Whittaker**, Dean, School of Computer, Mathematical and Natural Sciences, Morgan State University



## **Resource Persons**

**Ms. Hilda Davis**, Director of Equal Opportunity, MD Dept. of Mental Health and Hygiene

**Ms. Deeohn Ferris**, President, Global Environment Resources, Inc.

**Ms. Linda Harrison**, IT Program Analyst, MD Dept. of Natural Resources

**Ms. Zora Lathan**, Executive Director, Chesapeake Ecology Center

**Ms. Vernice Miller-Travis**, Commissioner, Maryland Commission on Environmental Justice and Sustainable Communities

**Ms. Myneca Y. Ojo**, Manager of Diversity and Special Initiatives, MDOT-State Highway Administration

**Mr. Douglas H. Wilson**, Director of Administrative Services, MD Dept. of Agriculture

## **Staff**

**Mr. Vincent O. Leggett**, Coordinator, Special Projects, Maryland Department of Natural Resources

**Mr. Kenneth Miller**, Geographic Information Officer, Maryland Department of Natural Resources

**Ms. Dorothy Morrison**, Environmental Justice Coordinator, Maryland Department of the Environment

**Mr. Richard Allen**, Office of Fair Practice, Maryland Department of Natural Resources

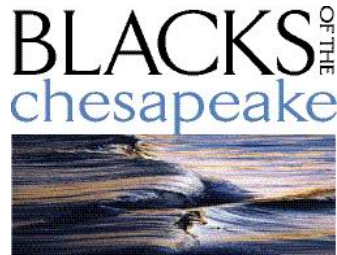
**Lavon Boston**, Administrative Assistant, Watershed Services, Maryland Department of Natural Resources

**Ms. Molla Sarros**, Air Quality Planner, Maryland Department of the Environment

**Denise Tritaik**, Administrative Aide, Watershed Services, Maryland Department of Natural Resources

## **Appendix C.**

### **Environmental Education, Environmental Justice and Ecosystem Restoration for the Chesapeake Bay Watershed and Atlantic Ocean Coastal Bay Estuary**



### **Blacks of the Chesapeake Foundation, Inc.**

### **Environmental Education, Environmental Justice and Ecosystem Restoration for the**

### **Chesapeake Bay Watershed and Atlantic Ocean Coastal Bay Estuary**

**2006 Legislative Proposal  
Maryland General Assembly  
November 11, 2005**

**According to a 2003 study commissioned by the Natural Resources Council of America,  
the report's author, Mr. Robert Stanton, former national director of the U.S. Park Service stated,  
“ African Americans have made tremendous contributions to the conservation of our nation's  
natural resources. Unfortunately, due to past laws, discrimination and segregation,  
the contributions of African Americans were not well represented in history books  
or in the popular media.”**

Founded in 1984, the Blacks of the Chesapeake Foundation (BOCF) are dedicated to sharing the legacy of African American achievement in the Chesapeake Bay region's maritime and seafood-related industries. Its cultural programs and restoration projects creatively integrate history, culture and the environment as a strategy to get people involved. The Foundation is committed to shattering the myth that people of color are not concerned about or involved in environmental

and economic issues. Members of their organization believe that environmental justice; civil rights and protecting the Bay all come together.

On May 23, 2000, the United States Congress and the Library of Congress designated the Blacks of the Chesapeake as a Local Legacy. Congressman Wayne Gilchrest of Maryland served as the BOC's sponsor for this international recognition. Local Legacy projects are recognized for documenting the signature customs, traditions, and occupations that define life in American communities. BOCF's collection of research and artifacts were placed in the permanent collection of the Smithsonian's American Folk Life Center. The Foundation presented the state of Maryland at the 2004 Smithsonian Folk Life Festival, held annually on the National Mall in Washington, DC.

Chesapeake Bay & Coastal Bays Watersheds represent more than 80,000 square miles covering the Maryland, Delaware, Virginia and the District of Columbia and portions of the Pennsylvania and New York. There are approximately 15 million people in this area and over 40% of this population is comprised of African Americans, Hispanics and other minorities. Approximately 80 % of the population is concentrated in the urban areas.

This initiative is being targeted in two areas:

The metropolitan Baltimore and Washington (Anne Arundel County, Baltimore City, Baltimore County, Calvert, Howard County, Prince Georges County, Montgomery County), where the percentages of African Americans and other minorities are as high as 70%.

The Lower Eastern Shore Counties of Dorchester, Somerset, Wicomico and Worcester, which has historically had large percentages of African Americans working in the seafood, related industries.

The foundation is seeking a special appropriation from the Maryland General Assembly to accomplish the goals and objectives set forth in this legislative proposal. In addition, we will pursue grant funding from private and public sources and secure in-kind and technical support services from government and non-government sources.

### **Administrative Support and Overhead**

Seeking funding for administrative support and overhead cost for the BOCF to develop and implement a Minority Outreach and Involvement Strategy for the Chesapeake Bay Program (CBP) and the Maryland Coastal Bays Program. (MCBP)

### **Curriculum Implementation and Evaluation Initiative**

Seeking funding to support the full implementation of the Chesapeake Bay Through Ebony Eyes educational program in all Maryland Schools, which includes the development of "Meaningful Bay Experiences" for all of Maryland's students utilizing resources and facilities managed by the state of Maryland. In addition, seeking funding for special field trips to state parks or other state

owned historical, cultural and environmental educational facilities. An example of the program is the Blacks of the Chesapeake's Semester on the Bay, which provided educational trips to the Horn Point Environmental Lab in Cambridge and the Calvert Marine Museum in Solomon's Island.

## **Hands on Environmental Restoration Initiative**

Seeking funding to establishment of 8 ecology centers leading to "Green School" Certification at schools with predominate African American or minority student enrollments. A model for the project is the Chesapeake Ecology Center housed at the J. Albert Adams Academy at Adams Park, Annapolis, MD.

## **Historically Black Colleges & Universities Environmental Careers Initiative**

Seeking funding for hosting a statewide conference on Minorities in the Environment modeled at the *Minorities in the Environmental Leadership Development Initiative*, University of Michigan. The conference will be planned in conjunction with Morgan State University, Bowie State University, Coppin State University, Sojourner Douglass College and the University of Maryland Eastern Shore. In addition, Blacks of the Chesapeake Environmental Careers Centers will be established on each campus for disseminating career information and implementing environmental education and restoration projects on the campuses for faculty research, student internships and community development.

## **Environmental Education and Outreach Initiative**

Seeking funding for the design and printing of exhibition panels, brochures and outreach materials to be distributed and community events and festivals attended primarily by African Americans and other minorities.

African American Heritage Festival at Camden Yards, Baltimore, MD

Reginald F. Lewis Museum of Maryland African American History and Culture, Baltimore, MD

Maryland State Board of Education

Environmental and Multicultural Education  
Baltimore, Maryland

## **Land Conservation for Historical, Cultural and Ecological Purposes**

Seeking funding to work with the African American Land Trust, Inc., (AALT) to provide land conservation and preservation information and services directly into minority communities. The AALT is a private, nonprofit charitable corporation dedicated to land conservation. The AALT has an executed cooperative agreement with the Maryland Environmental Trust to jointly hold easements. We will protect land resources through a variety of techniques, most of which involve leveraging our tax-exempt status. We will be combining the land trust function with broader environmental education, historical and cultural goals. We will dedicate ourselves to preserving farmland to maintain economic opportunities for local farmers, preserve wildlife habitat to ensure the existence of endangered or threatened wildlife and protecting land in watersheds to improve or maintain water quality. All of our programs will be targeted toward representatives of the minority populations. A particular interest of the AALT is the issues surrounding Heir Property. In this situation, many minorities die without wills or estate plans and therefore, they lack clear title to properties which have been in their families for multiple generations. Subsequently, they are not able to take advantage of many government programs designed to specifically aid landowners.

For more information, please contact:

Carnelious Jones, Chairman

(410) 409-6645

cjjones4@aol.com

Blacks of the Chesapeake Foundation, Inc.

P.O. Box 3576

Annapolis, MD 21403

[www.blackschesapeake.org](http://www.blackschesapeake.org)

(410) 669-8008

Revised November 29, 2005

## **Appendix D.**

### **Contributing Institutions**

#### **African-American Land Trust**

The African American Land Trust (AALT) provides land conservation information and services directly into minority communities. The AALT is a private, nonprofit charitable corporation dedicated to land conservation. We will protect land resources through a variety of techniques, most of which involve leveraging our tax-exempt status. We will be combining our land trust function with broader environmental education, historical and cultural goals. We dedicate ourselves to preserving farmland to maintain economic opportunities for local farmers, preserve wildlife habitat to ensure the existence of endangered or threatened wildlife and protecting land in watersheds to improve or maintain water quality. All of our programs will be targeted toward representatives of the minority populations.

In 2006, the Blacks of the Chesapeake Foundation and the African American Land Trust spearheaded an effort, which led to the passage of Senate Bill 350, which created the Task Force on Minorities in the Environmental Community. A key aspect of the legislation was designed to address the issue of heir property and land conservation among minority land owners. Historically, African Americans and other minorities have not had clear title to their properties and many have died without wills or estate plans which outlined how the property was to be passed along to future generations. As a result many families have lost their property or have not been able to secure the full benefits of land ownership because of a lack of a clear title. The AALT is currently working with the United States Department of Agriculture's Rural Development Administration on this initiative.

The AALT works in conjunction with the Maryland Environmental Trust and other land trusts to accept land donations if the property is of ecological, scenic or historical importance and meets other conservation easement criteria. Some of the objectives to be achieved by this action may include:

- Protect family legacy and keep land in the family;
- Retain family businesses;
- Peace of mind knowing that a special place will always remain the same; and
- Save on taxes

The AALT educates citizens through education, preservation and stewardship for land areas. We will introduce landowners to the process of placing a conservation easement upon their property. The AALT will conduct a wide-range of workshops and seminars. The AALT will also provide outreach and training seminars for real estate, legal, and estate planning professionals regarding the range of possible benefits for permanently protecting ecologically significant land.

## **Alliance for Kraftwork, Health and Sustainable Arts**

The Alliance is a network of artists, professionals, families, and community activists who investigate and develop holistic ways to raise the living standard of the average American family without increasing our need for natural resources. We organize around specific issues and projects in order to offer suggestions and support for families who face educational, financial, health, social, and personal/family challenges. The network brings people of many ethnic and economic strata into an atmosphere of creative discontent and reconstruction. Youths are encouraged to participate and elders have an honored position.

## **Alliance for the Chesapeake Bay**

The Alliance for the Chesapeake Bay is a regional nonprofit organization that builds and fosters partnerships to protect and to restore the Bay and its rivers. The Alliance does not lobby or litigate. Instead, we do the slow, hard work of bridging dialogue between groups that don't see eye-to-eye, forming strategies for joint solutions, and building the capacity of communities for local-level action. To this end, the Alliance:

1. Develops methods and tools for restoration activities and trains citizens to use them;
2. Mobilizes decision-makers, stakeholders, and other citizens to learn about Bay issues and participate in resolving them; and
3. Provides analysis, information, and evaluation of Bay policies, proposals, and institutions.

Founded in 1971, the Alliance for the Chesapeake Bay is funded by individuals, corporations, governments and foundations. The Alliance maintains offices in Baltimore, Maryland; Harrisburg, Pennsylvania, Richmond, Virginia, and Washington, DC.

## **Blacks of the Chesapeake Foundation, Inc.**

Founded in 1984, the Blacks of the Chesapeake Foundation (BOCF) is dedicated to sharing the legacy of African American achievement in the Chesapeake Bay region's maritime and seafood-related industries. Its cultural programs and restoration projects creatively integrate history, culture and the environment as a strategy to get people involved. The Foundation is committed to shattering the myth that people of color are not concerned about or involved in environmental and economic issues. Members of their organization believe that environmental justice; civil rights and protecting the Bay all come together.

On May 23, 2000, the United States Congress and the Library of Congress designated the Blacks of the Chesapeake as a Local Legacy. Congressman Wayne Gilchrest of Maryland served as the BOCF's sponsor for this international recognition. Local Legacy projects are recognized for documenting the signature customs, traditions, and occupations that define life in American communities. BOCF's collection of research and artifacts were placed in the permanent collection of the Smithsonian's American Folk Life Center. The Foundation represented the state of Maryland at the 2004 Smithsonian Folk Life Festival, held annually on the National Mall in Washington, DC.

## **Chesapeake Ecology Center**

The CEC works with its members, volunteers, community groups, teachers and students—including at-risk students at Adams Academy at Adams Park (where we are based)—to provide environmental education and, at the same time, develop on-the-ground habitat restoration/protection projects. The CEC holds volunteer education/planting days, beginning mid-April through November. Over three dozen community and school groups have participated in planting and maintenance activities at the CEC. We provide technical assistance to a variety of community and school groups for their projects, and we have a special College Creek watershed focus. In addition to numerous on-the-ground restoration projects at the CEC and elsewhere, we promote conservation landscaping through various media, including published magazine articles, our new book *Ecoscaping Back to the Future...Restoring Chesapeake Landscapes*, television and radio interviews, the CEC website and quarterly newsletter, and through presentations and tours of the CEC's 20 Native Plant Demonstration Gardens and Sites.

The CEC's first annual 2005 Garden Open House, attended by close to 300 people, was such a great success that we will hold a Garden Open House each fall. The CEC has given numerous garden tours and presentations on conservation landscaping—especially on creating rain gardens—to groups from Maryland, Virginia, the District of Columbia, and even to visitors from Japan.

Each of the 20 Native Plant Demonstration Gardens and Sites has signage to facilitate self-guided tours. Visitors are often seen touring and photographing the gardens, and collecting information from the handout boxes. We provide guided tours, by appointment.

The gardens and associated environmental education programs for students and the public promote stewardship of natural resources, bring more human diversity to the environmental arena by partnering with a variety of groups, including those in underserved communities, and promote a “sense of place” for the Chesapeake Bay watershed through the use of plants native to the region.

## **Educators Connecting Research to the K-16 Classroom**

Educators Connecting Research to the K-16 Classroom (ECRC) uses an organized set of teaching tools to structure youth learning into exciting actions with real world meaning. Instructors and the development team identify the authentic actions and experiences of real world role models and mold them into a learning matrix of action activities, exceptional visual media and best practice teaching techniques. This learning matrix is a tool that is easily applied to a variety of settings and topics. It allows both formal and informal educators to readily organize and structure their in and out-of-school youth programs to motivate youth learning based on national educational standards. Current work involves both Maryland State and international organizations.



## **Global Environment Resources, Inc.**

Global Environmental Resources Inc. (GERI) is an interdisciplinary firm that provides consulting services and technical support to clients focused on strategic environmental management, sustainable development and smart growth.

Our experience and capacity to work with multi-stakeholder groups, communities and grassroots organizations, link critical services, coordinate interagency projects, organize coalitions and develop public/private partnerships are primary to GERI's success.

Our goal is to provide professional services that assist government, business, industry, communities and nonprofit organizations in assessing their projects, programs and policies, developing success strategies, establishing goals and objectives, and managing projects to enhance program implementation.

## **Maryland Commission on Environmental Justice and Sustainable Communities**

The Commission on Environmental Justice and Sustainable Communities (CEJSC) was first established by Executive Order on January 1, 2001 and signed into law on May 22, 2003. The Commission is a fifteen-member body that includes the following representatives: two State legislators, three cabinet secretaries, and ten Governor appointees representing six interests groups— environmental advocacy, public health expert, local government, regulated business, impacted community, and general public with EJ expertise.

The CEJSC is tasked with examining environmental justice and sustainable community issues that may be associated with creating healthy, safe, economically vibrant, environmentally sound communities for all Marylanders in a manner that allows for democratic processes and community involvement.

## **Maryland Environmental Trust**

The Maryland Environmental Trust (MET) is a statewide [land trust](#) governed by a citizen Board of Trustees. It was created by the General Assembly in 1967. Our goal is the preservation of open land, such as farmland, forest land, and significant natural resources. Our primary tool for doing this is the [conservation easement](#), a voluntary agreement between a landowner and MET.

MET endeavors to promote the protection of open land through the [Local Land Trust Assistance Program](#). MET gives grants to environmental education projects through the [Keep Maryland Beautiful Program](#).

## **Oyster Ranch ©**

Circle C Oyster Ranch is nestled in the heart of St. Mary's County on St. Jerome Creek. Utilizing 200 ft of dock and 3.2 acres of surface water, Circle C raises oysters from free swimming, microscopic larvae all the way to market size. The dock supports 14 upwellers for seed production as well as a lift system for boat access and oyster harvest. The ranch currently boasts a shed for storage, office space and an indoor workshop. With 10 acres of land and 65 acres of water bottom rights, Circle C fully plans to expand further. In fact, there are several projects currently in the works. A hatchery to produce our own oyster larvae, giving us full control of all stages of our Lineback©'s life.

At the heart of Circle C's operation is the Floating Oyster Reef™. Designed by CEO/President Richard Pelz, it is at the forefront of oyster aquaculture technology. One reef contains approximately 1000-1500 oysters and holds them just inches below the surface of the creek. 1000 oyster in only 30 square feet compares wonderfully to the Chesapeake average of 12 1/2 oysters per acre in the wild! Why does this system work? It works because it puts the oysters where the food is. Oysters eat algae that grows in Bay waters. The lion's share of fresh algae, and the oxygen it produces, is found in the first 12-18 inches of water. By placing the oysters in that zone of food and oxygen, even a wild oyster's growth rate is bound to increase. In fact, Circle C has shown that wild oysters will as much as double their growth by placing them in our system. This is incredible enough, but when you couple the Floating Oyster Reef™ with Circle C's specially bred Lineback© oyster, the results are phenomenal. We have actually grown oysters from larvae to 4" in only 9 months and to 6" monsters in only 18!

### **Patuxent River Keeper**

A Riverkeeper is a trained advocate who works full-time to protect and improve water quality in the Patuxent River. The Patuxent Riverkeeper strives to see that our vital water resources and the surrounding ecosystem are not squandered or degraded from neglect, abuse, profiteering, and public indifference.

The Patuxent Riverkeeper (like most other Waterkeepers) is a private, non-profit and public interest organization which obtains grants, memberships, donations and offers certain fees-for-service in order to fund its expenses and activities.

The Patuxent Riverkeeper is primarily advocacy focused. While there are many groups conducting excellent interpretive, educational and preservation activities, the Patuxent Riverkeeper works on strategic programs aimed at benefiting the entire watershed. Riverkeepers perhaps more than most organizational stakeholders in the watershed, have the independent voice, the charter focus and the freedom of action to do what it takes legally, civically and doggedly--in order to champion the problems (not the symptoms!) of the watershed.

### **Reginald F. Lewis Museum of Maryland African American History and Culture**

The Reginald F. Lewis Museum of Maryland African American History & Culture is dedicated to sharing the courageous journeys toward freedom and self-determination made by African American Marylanders. Museum leaders hope it will be a place to remember struggles, celebrate accomplishments, and serve as a beacon of pride, hope, and inspiration for all people.

Having played a prominent role in history, Maryland's African Americans continue to serve as progressive leaders of the nation. Believing in the need to celebrate Maryland's African American heritage on a national level, former Governor William Donald Schaefer appointed a commission to study the museum's impact.

Careful analysis of the state's existing historical inventory and tourism studies revealed that such a project was long overdue. Important historical sites, objects and oral histories were at risk of being lost forever.

In addition, tourism statistics revealed that African Americans are the largest minority population in the United States and Maryland, annually spending \$25 billion on tourism. The Maryland Office of Tourism and Development stressed that, "The new African American museum is a worthwhile investment. The investment will not only promote African American heritage in Maryland, but will benefit and enhance the state tourism industry." Projected to generate \$9.5 million in direct spending to the state, the museum expects nearly 130,000 annual visitors long term.

On June 25, 2005, the Reginald F. Lewis Museum celebrated its grand opening and invited the public to enter the museum and "Take the Journey."

### **Maryland Department of the Environment**

The Maryland Department of the Environment (MDE) was formed to protect and preserve the State's environmental resources. It restores Maryland's environment and safeguards the environmental health of Maryland citizens. Duties encompass enforcement and regulation, long-term planning and research, and technical assistance to industry and communities in their efforts to take responsibility for pollution, waste disposal, and emergency spills of waste or oil.

The Department's four key programs are Air and Radiation Management; Technical and Regulatory Services; Waste Management; and Water Management. In 1995, the Department's Chesapeake Bay Program transferred to the Department of Natural Resources, and the Water Resources Administration, a direct descendant of the Water Pollution Control Commission, moved from the Department of Natural Resources to the Department of the Environment (Chapter 488, Acts of 1995). Since all departmental programs affect the health of Chesapeake Bay, the Department of the Environment continues to play a crucial role in all initiatives to restore the Bay.

The Department also has an Office of Environmental Justice, which works in the interest of minority, underserved, and economically disadvantaged communities that may be disproportionately at risk of negative environmental impacts. MDE's recruitment strategy involves outreach to traditionally black colleges and universities, and providing internship opportunities for minorities. MDE is currently serving on the Task Force on Minority Participation in the Environment, established in 2006 by Senate Bill 350.

## **Maryland Department of Natural Resources**

The Maryland Department of Natural Resources is the state agency which oversees the management and wise use of the living and natural resources of the Chesapeake and Coastal Bays and their tributaries. The resources of the Maryland portion of the watershed include its state forests and parks, fisheries, wildlife and the recreation of citizens engaged in boating, fishing, hunting and other outdoor enjoyment of our natural resources. The Department has adopted several agency-wide objectives which required the engagement of all stakeholders including minorities and urban citizens, many of whom are from underserved and non-traditional populations. In addition, the Department is committed to maintaining a racially and culturally diverse workforce.

In an effort to meet some of these goals and priorities in the areas of diversity, the department employs a special projects coordinator within the Watershed Services Unit dedicated to minority outreach and involvement. Recent examples of these efforts include the participation of the Office of Secretary on the taskforce and staffing of the 2006 Maryland Senate Bill 350, "Task Force on Minority Participation in the Environmental Community." In addition, the office will be serving as the project manager for a professional services contract with the University of Maryland Eastern Shore conducting a Historical, Cultural and Environmental Assessment of African Americans in the Lower Eastern Shore of Maryland.

## **Maryland Coastal Bays Program**

The Maryland Coastal Bays Program National Estuary Program (NEP) is one of 28 NEPs across the country that receives EPA funding in order to work toward the restoration and protection of "estuaries of national significance." The Program is a grassroots, multi-stakeholder collaboration working toward meeting this goal. The Maryland Coastal Bays watershed is an impressive coastal resource. It supports abundant wildlife and a wealth of aquatic resources in a relaxing rural atmosphere unique to the mid-Atlantic region. Here, residents and tourists alike enjoy fishing, hunting, boating, sunbathing, and the natural serenity offered by the sea. As one of the most ecologically diverse regions in the state, the collective watershed of these bays encompasses approximately 175 square miles of Maryland's coastal plain. It supports numerous rare and threatened plant and animal species, forests and wetlands vital to migratory songbirds and waterfowl, and numerous important commercial and recreational fin and shellfish species. This region also is experiencing the most rapid population increases in the entire state. A countywide population of some 40,000 is expected to almost double by the year 2020.

Currently, approximately twenty percent of Worcester County's population is made up of minorities, yet minority participation in the Coastal Bays Program is virtually nonexistent. The Program has stated a goal of fostering a community consensus, inclusive of all, on the desired future condition of the Maryland Coastal Bays watershed, a goal that is unachievable with one-fifth of the population under-represented in the Program. The challenge is to expand outreach and education efforts to specifically include minority populations of the coastal bays watershed by incorporating a proactive approach of informing citizens on how to participate in program activities.

In an effort to increase the involvement of low-income, minority, and non-English speaking populations in environmental careers, Coastal Bays Minority Outreach Steering Committee members will work closely with local schools, community colleges, and universities to recruit minorities, develop internships and environmental education opportunities.

### **Morgan State University**

Morgan State University is one of the nation's premiere historically black institutions of higher education and one of the few offering a comprehensive range of programs, awarding degrees through the doctorate and having significant programs of research and public service. The University is also fully accredited by the Middle States Association of Colleges and Secondary Schools and by the Department of Education of the State of Maryland.

Morgan has expanded its capabilities to teach and do research in the critical area of Environmental Science by acquiring the Estuarine Research Center (ERC) from the Academy of Natural Sciences (on September 1, 2004). The ERC sits on the Patuxent River in St. Leonard, Maryland, not far from the Chesapeake Bay. The Center is on the grounds of the Jefferson Patterson Park and Museum, home of the Maryland Archaeological Conservation Laboratory. The research emphasis of the ERC is on marine, coastal ecosystem and bioenvironmental sciences with the goal of addressing the mounting environmental problems that threaten the health, safety and well-being of urban communities, the Chesapeake Bay and its tributaries. Morgan's primary goal in acquiring the ERC is to enhance its research presence in the fields of marine biology, ecology and the environmental sciences as well as increase training of minority students in these fields. This Center provides a unique opportunity to introduce an urban population to the marine and environmental fields. The inclusion of a more diverse urban population not only provides opportunities for underrepresented populations but also enables us to prepare students to address the marine, ecosystem and environmental challenges that face our region and our nation.

### **University System of Maryland**

#### **University of Maryland Eastern Shore**

The University of Maryland Eastern Shore (UMES) is an 1890 Land Grant Institution and a historically black university (HBCU). It has as its mandates, instruction, research, and public service. The mission of the University, in the reorganized eleven (11) campuses of the University System of Maryland, is that of being one of the four Research/Doctoral Degree Granting Institutions. It is the only campus so designated serving the Eastern Shore of Maryland. The Cooperative Fish and Wildlife Research Unit (U.S. Department of Interior) was dedicated in fall of 1996 for the purpose of expanding UMES's environmental science capabilities for research and education. The Marine Estuarine and Environmental Sciences (MEES) Program is one of the leading marine science programs in the nation. UMES' interactions with NOAA began in the early 1970s and have produced three of NMFS highest graded African-American employees, most notably, Dr. Ambrose Jerald of the NE Fisheries Science Center, Dr. Monde Mayekiso, Director of Fisheries for the Republic of South Africa (SA) and Ms. Joan Palmer, Chief of Data Management. Other graduates from UMES working for NOAA include Martin Perkins and Chantell Haskins (NESDIS), Maria Little and Georgeann Stansbury (NOS), and Paul

Trotter, Richard Jones, Eloa Johnson, James Joynes, Regina Green and Maria Little (NWS). Since its inception in 1979, UMES has graduated over 70 M.S and 20 PhDs in Marine Estuarine and Environmental Science disciplines

Over 120 projects including research in various disciplines including agriculture, aquaculture, life sciences, physical and chemical sciences, marine sciences, environmental sciences, and biotechnology are currently in progress University wide. UMES continues to seek opportunities to perform research in those areas, and related ones, which are consistent with the needs of the region, state and nation and which are relevant to the programs, faculty and resources of the institution. Projects worth over \$21 million are currently funded on the UMES campus.

UMES is the lead institution in the Living Marine Resources Cooperative Science Center (LMRCSC), a NOAA funded consortium of six institutions dedicated to conducting collaborative marine science and fisheries research and training undergraduate and graduate students for careers in NOAA and other agencies. These six institutions are linked via the “Virtual Campus”, an interactive video network designed for distance learning and for sharing research ideas. The LMRCSC currently supports 78 BS, 28 MS and 9 PhD students and conducts 20 collaborative research projects per year.

### **Bowie State University**

Bowie State University is an outgrowth of the first school opened in Baltimore, Maryland, on January 9, 1865, by the Baltimore Association for the Moral and Educational Improvement of Colored People, which was organized on November 28, 1864, to engage in its self-appointed mission on a statewide basis. The first normal school classes sponsored by the Baltimore Association were held in the African Baptist Church located on the corner of Calvert and Saratoga streets. In 1868, with the aid of a grant from the Freedmen's Bureau, the Baltimore Association purchased from the Society of Friends a building at Courtland and Saratoga streets for the relocation of its normal school until 1883, when it was reorganized solely as a normal school to train Negro teachers. It is a regional comprehensive university of the University System of Maryland, embraces diversity which includes its African American heritage, emphasizes its foundational heritage in teacher education, facilitates interdisciplinary learning, fosters research,

On July 1, 1988, Bowie State College officially became Bowie State University, a change reflecting significant growth in the institution's programs, enrollment and service to the local area. On the same day, the University also became one of the constituent institutions of the newly formed University System of Maryland.

### **Coppin State University**

Coppin State University is a model urban, residential liberal arts university located in the northwest section of the City of Baltimore that provides academic programs in the arts and sciences, teacher education, nursing, graduate studies, and continuing education. An HBCU (Historically Black Colleges and Universities), Coppin has a culturally rich history as an institution providing quality educational programs and community outreach services. Coppin

offers 53 majors and nine graduate-degree programs. A fully accredited institution, Coppin serves Baltimore residents as well as students from around the world, with flexible course schedules that include convenient day, evening, and weekend classes and distance learning courses.

Coppin, which was officially renamed Coppin State University on April 13, 2004, is accredited by the Middle States Association of Colleges and Schools. The student population is comprised of nearly 4,000 students who are enrolled in day, evening and weekend undergraduate/graduate courses. Many are Baltimore residents from very diverse ethnic, religious and socio-economic backgrounds. Coppin has graduated thousands of alumni who are making a tremendous impact in the State of Maryland in various fields, particularly Human Services.

### **Sojourner-Douglass College**

Sojourner-Douglass College began as the Homestead-Montebello Center as an affiliate of Antioch University in 1972. In 1973, the college moved to the Aisquith community acquiring two houses for its operations. In 1980, the College became an independent institution under Maryland law and was accredited by the Middle States Association of Colleges and Schools, Commission on Higher Education. Though maintaining its original mission, Sojourner-Douglass College draws students generally from the large population of adults in the Black community, using a program designed to stimulate the motivation of students and enhance the students' development of positive self images.

Its mission is to provide a learning model which will aid students in increasing their capacity for self development and self expression, and will facilitate their engagement in effective social action as members of the world community.

### **UMBI - Center For Marine Biotechnology (*UMBI-COMB*)**

UMBI-Center for Marine Biotechnology (UMBI-COMB) is an internationally recognized research center devoted to applying the tools of modern biology and biotechnology to study, protect and enhance marine and estuarine resources.

UMBI-COMB occupies 171,000 square feet of the \$160 million Columbus Center at Baltimore's Inner Harbor. UMBI-COMB's unique, state-of-the-art facilities combine advanced marine and biotechnology operations. Extensive DNA synthesis, sequencing and quantifying equipment is available, as well as fermentation systems for growth of extremophilic microorganisms, biological safety level 3 (BSL3)-capable suites and a core facility for transgenic research; Marine and aquatic animals are housed in our innovative, recirculated and fully contained 18,300 square foot Aquaculture Research Center (ARC), which is designed for conducting cutting-edge research to develop and improve finfish/shellfish production and hatchery technologies.

UMBI-COMB is committed to the advancement of research, education, and economic development. Specifically, its mission focuses on the following areas:

(1) Basic research in molecular biology and molecular genetics of marine/estuarine shellfish and finfish, harmful algae, environmental pollution and bioremediation, and microbial processes and products.

(2) Application of this research to improve methods of aquaculture and fisheries production, develop technologies for early detection of harmful algae and their toxins, and other environmental pathogens and health hazards, implement novel approaches for environmental cleanup and restoration, develop new, marine-based compounds (such as pharmaceuticals), and industrial applications for microbial products.

(3) Development and dissemination of K-12, undergraduate, graduate, professional education and outreach programs that reflect the research of UMBI-COMB scientists.

Education and training programs at UMBI-COMB include training and supervision of graduate students in the University of Maryland System graduate programs, courses taught by COMB faculty at all levels, and serving as the primary research-intensive training institution for underrepresented minority students in the marine bio-science fields through its partnership with UMES within the NOAA-EPP funded Living Marine Sciences Cooperative Research Center (LMRSCS). UMBI-COMB sponsors workshops to foster knowledge surrounding various timely issues, which include workshops on stock enhancement, *Pfeisteria*, and [extremophile research](#).

**The Research Programs at UMBI-COMB includes:**

1. Aquaculture and Fisheries Biotechnology
2. Blue Crab Research at UMBI-COMB
3. Blue Crab Advanced Research Consortium
4. Re-circulating Marine Aquaculture
5. Marine Functional Genomics
6. Marine Environmental Biotechnology
7. Marine Natural Products
8. Marine Microbial and Extremophile Processes



Appendix E.



***LINKING ENVIRONMENTAL and ACADEMIC PROGRAMS***

*Watershed Restoration, Environmental Results, Career Development, Stewardship*

**MEMORANDUM OF UNDERSTANDING**

BETWEEN

**UNITED STATES ENVIRONMENTAL PROTECTION AGENCY  
MID-ATLANTIC REGION**

AND

**UNIVERSITY OF MARYLAND EASTERN SHORE**

AND

**MARYLAND COASTAL BAYS PROGRAM**

AND

**MARYLAND DEPARTMENT OF NATURAL RESOURCES**

AND

**MARYLAND DEPARTMENT OF THE ENVIRONMENT**

**MEMORANDUM OF UNDERSTANDING  
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The purpose and goals of this Memorandum of Understanding (MOU) are to formalize and strengthen the ties between the Mid-Atlantic Region of the Environmental Protection Agency (EPA), the University of Maryland Eastern Shore (UMES), the Maryland Coastal Bays Program (MCBP), and the Maryland Department of Natural Resources (MDNR), and the Maryland Department of the Environment (MDE), hereinafter referred to as “the Partners,” to enhance research, teaching, outreach, career development and stewardship in environmental sciences to promote:

1. A seamless pipeline to bring environmentally literate and technologically capable candidates to the workforce.
2. Increase the number of minorities with careers in environmental science and related fields.
3. Restoration of the Maryland Coastal Bays.
4. An environmental stewardship ethic in students at all educational levels.
5. Sound ecological research relevant to the Maryland Coastal Bays.
6. The watershed restoration goals of the Maryland Coastal Bays Program

## **II. Objectives**

The objectives of this MOU are to:

1. Support and promote student recruitment, internships, career development and employment in environmental science and related fields.
2. Enhance faculty professional development opportunities in environmental science and related fields.
3. Support the development of an Environmental Center at UMES for research and education activities.
4. Enhance public, private and non-profit partnerships for environmental initiatives and student career development.
5. Support watershed restoration activities in the Maryland Coastal Bays watershed.

### **III. Implementation**

#### **Objective 1 - Support and promote student recruitment, internships, career development and employment in environmental science and related fields.**

1. UMES will work with their students to promote the well-established intern programs at EPA, MDNR and MDE to identify, coordinate and place students at the MCBP program office and at these agencies.
2. EPA, at its discretion, may provide opportunities where authorized, and to the extent possible for intern positions for students. MDNR and MDE will provide opportunities where authorized, and to the extent possible for intern positions for students, including those provided under Maryland Senate Bill 350, Task Force on Minority Participation in the Environmental Community.
3. UMES will publicize internship opportunities and provide students with information about EPA, MCBP, MDNR and MDE.
4. EPA, MDE and MDNR will endeavor to participate in UMES job fairs.
5. EPA, MCBP, MDNR and MDE will endeavor to participate in department seminars and workshops sponsored by UMES for the purpose of generating interest, and creating a forum for publicizing the partners' missions and messages.
6. EPA, at its discretion, may assist UMES in upgrading its laboratory facilities and other technical resources through donations of surplus laboratory, computer and field equipment where authorized and when available in accordance with applicable laws, policies, and regulations.
7. UMES may provide visiting faculty appointments to the Partners' scientific and technical staff on collaborative research efforts and related programs. EPA may grant visiting scientist status to UMES faculty at their analytical facilities, such as the Environmental Science Center in Fort Meade, MD where authorized and when available.
8. UMES will deliver the following services directly to students:
  - a. Job readiness skills training
  - b. Career education, exposure information, and counseling
  - c. Orientation to post secondary education and training options
  - d. Development of employment opportunities
  - e. Job placement
  - f. Counseling for working students
  - g. Upward Bound Program for lower Eastern Shore high school students.
9. UMES will provide the other Partners with access to students enrolled in the School of Agricultural and Natural Sciences for the purpose of informing the students of post-

secondary education and career opportunities, specifically relating to environmental science and technology.

10. UMES will coordinate Agriculture and Natural Sciences Departmental meetings with the relevant Partners for the purpose of strengthening the environmental curriculum at UMES.
11. MCBP will coordinate with UMES and its Upward Bound Program to provide student participants with environmental science-based field and laboratory training and hands on experience at the UMES Coastal Ecology Teaching and Research Center on Chincoteague Bay.
12. The Partners, where authorized and when available, will endeavor to support and participate in education and training programs by:
  - a. Hosting mock interviews
  - b. Hosting field trips/tours
  - c. Participating in career days
  - d. Providing staff development and training for faculty
  - e. Attending awards assemblies
  - f. Providing classroom speakers

**Objective 2 - Enhance faculty professional development in environmental science and related fields.**

1. EPA may provide summer Faculty Fellowship opportunities for UMES faculty to work with their technical staff and to gain first-hand knowledge and experience in various environmental protection activities.
2. EPA through the Intergovernmental Personnel Act (IPA) program may provide experts to work with UMES faculty in developing programs in teaching, research and engagement in Environmental Science areas.
3. The Partners will endeavor to work with UMES to arrange short-term, intensive orientation workshops for UMES faculty on environmental issues, particularly including those related to the Maryland Coastal Bay.
4. EPA, MCBP, MDNR and MDE may collaborate with UMES to provide staff executive development workshops, seminars, and training.

**Objective 3 - Support the development of an Environmental Center at UMES for research and education activities**

1. UMES will encourage and support its faculty and students to visit classrooms to speak to high school students.

2. UMES will set up tours for K-12 students at UMES' Environmental Science facilities including the Coastal Ecology Teaching and Research Center on Chincoteague Bay.
3. EPA, MCBP, MDNR and MDE will endeavor to work with UMES to identify opportunities to develop research and related activities in the Maryland Coastal Bays, the Chesapeake Bay and other watersheds in Maryland.
4. UMES, MDNR and MDE will work to develop an Environmental Center at UMES under the authority of Maryland Senate Bill 350, Task Force on Minority Participation in the Environmental Community. The purpose of an Environmental Center at UMES is to disseminate information about careers in the environmental arena, implement environmental education and restoration projects for faculty and student research, provide opportunities for students to participate in the environmental field, such as student internships with governmental or non profit organizations, and encourage student participation in community outreach and development.
5. The Partners will endeavor to support the development of research projects that incorporate science, education and outreach components and address coastal zone restoration ecology, aquaculture/fish diseases, aquatic ecosystem ecology and other emerging issues as approaches to measuring effectiveness of watershed management and the socioeconomics of coastal zone resources.
6. To the extent possible and where authorized, the Partners will endeavor to collaborate in developing an environmental awareness educational kit and environmental awareness workshops for community/voluntary organizations, science and middle school teachers, and/or high school students.
7. UMES and MCBP will act as outlets for community outreach program activities under this MOU. These activities may include: teacher training, promotional materials, continuing education courses, outreach to schools, depository references/resources for local communities, and an on-going topical display on environmental issues in the lower Eastern Shore of Maryland.

**Objective 4 - Enhance public, private and non-profit partnerships for environmental initiatives, outreach, monitoring and student career development**

1. Along with other parties, the Partners, where authorized, will endeavor to participate in the Maryland Coastal Bays Program Minority Outreach and Involvement Steering Committee.
2. The Partners will endeavor to work with the other members of the Steering Committee to identify and develop environmental and related internships and career path opportunities within the private sector (e.g., manufacturing, engineering and consulting), and other government agencies (e.g., National Oceanographic and Atmospheric Administration, U.S. Department of the Interior).

3. The Partners in collaboration with the other members of the Steering Committee will endeavor to recommend changes and enhancements to current UMES curricula in order to support environmental and related career path development in the private sector as needed.
4. The Partners will endeavor to work with government sponsored and other volunteer organizations, such as the Retired and Senior Volunteer Program (RSVP), Volunteers in Service to America (VISTA), and the Upward Bound Program to enhance environmental stewardship, outreach, monitoring and training opportunities in the lower Eastern Shore region of Maryland.

**Objective 5 - Support watershed restoration activities in the Maryland Coastal Bays watershed**

1. To the extent allowed by law, regulation and program policy the Partners may support restoration projects in the Maryland Coastal Bays watershed leading to the improvement of habitats, living resources and water quality.
2. Where practicable, and to the extent allowed by law, regulation, program policy and the terms of the relevant legal instrument, restoration projects funded or administered by the Partners will include an outreach and education component, including but not limited to school students in the watershed, UMES students, and the local community where the projects take place.
3. Wherever possible, and to the extent allowed by law, regulation, program policy, and the terms of the relevant legal instrument, restoration projects funded by the Partners will include quantitative outputs and outcomes relating to improvements to habitats, water quality (i.e. reductions in nonpoint source loadings), and living resources.
4. Volunteer organizations such as the Retired and Senior Volunteer Program (RSVP) and Volunteers in Service to America (VISTA) may be encouraged to participate in watershed restoration projects where practicable and authorized by law, regulation and/or policy.

## **Institutional Profiles**

### **United States Environmental Protection Agency**

In addition to its regulatory and enforcement functions, EPA is an environmental science agency with responsibility for conducting environmental research and providing support to the academic environmental research community. In carrying out its mission EPA has created opportunities for young researchers and students to prepare for and enter into environmentally-related careers. EPA began a sustained effort in 1981 to increase the involvement and participation of scientists and researchers in minority institutions in the Agency's environmental and scientific programs. In responding to these needs, EPA has established a number of partnerships and cooperative ventures with several minority academic institutions.

When President Bush signed into law the "No Child Left Behind Act of 2001," he committed to educating America's students. President Bush has committed to go beyond elementary and secondary schools by expanding support to higher education institutions servicing large numbers of minority students. In February 2002, President Bush signed Executive Order 13256 aimed at strengthening the capacity of Historically Black Colleges and Universities (HBCUs) to provide the highest quality education, and increasing opportunities for HBCUs to participate in and benefit from Federal programs. The furtherance of the goals and ideals stated in this executive order provides the foundation for this MOU between EPA, the University of Maryland Eastern Shore, the Maryland Coastal Bays Program, the Maryland Department of Natural Resources and the Maryland Department of the Environment.

### **University of Maryland Eastern Shore**

Founded in 1886 as the Delaware Conference Academy, the school became the University of Maryland Eastern Shore in 1979. It is a well respected historically black institution that is committed to its tripartite mission of providing distinctive learning, discovery, and engagement opportunities in teacher education, agriculture, marine and environmental sciences, technology, health professions, hospitality management, and engineering and aviation sciences and of being one of two Maryland land-grant institutions. The University of Maryland Eastern Shore is also a comprehensive teaching/research institution offering degrees at the bachelors, masters, and doctoral levels.

The Department of Natural Sciences offers programs for students majoring in Biology, Chemistry, Environmental Science and Marine Science and minors in Biology, Chemistry and Physics.

The Department offers courses leading to M.S. and Ph.D. degrees in the University System of Maryland graduate programs in Marine-Estuarine-Environmental Sciences and Toxicology. In cooperation with The University Center for Environmental and Estuarine Studies, combined 4-year B.S./5-year M.S. programs in Sciences and Environmental Chemistry are available.

The Department also provides courses which satisfy the general education requirements in the biological and physical sciences and supporting courses for students in other departments.



Included in the latter groups are courses in Biology, Chemistry and Physics required for majors in Agriculture, Human Ecology, Industrial Arts Education, Construction Management/Technology and Physical Education.

UMES has completed construction of its state-of-the-art 10,000 square foot Coastal Ecology Teaching and Research Laboratory (CETRL) located on Sinepuxent Bay near Assateague Island. The laboratory will serve as a focal point for ecological research in the Coastal Bays, advanced training of K-16 and graduate students, and community outreach. This facility is equipped with three laboratories, including a wet lab, an auditorium, offices and space for library facilities.

UMES is the lead institution in the Living Marine Resources Cooperative Science Center (LMRCSC), a National Oceanographic and Atmospheric Administration funded consortium of six institutions dedicated to conducting collaborative marine science and fisheries research and training undergraduate and graduate students for careers in NOAA and other agencies. These six institutions are linked via the “Virtual Campus”, an interactive video network designed for distance learning and for sharing research ideas. The LMRCSC currently supports 78 BS, 28 MS and 9 PhD students and conducts 20 collaborative research projects per year.

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In an effort to meet some of these goals and priorities in the areas of diversity, the department employs a special projects coordinator within the Watershed Services Unit dedicated to minority outreach and involvement. Recent examples of these efforts include the participation of the Office of Secretary on the taskforce and staffing of the 2006 Maryland Senate Bill 350, "Task Force on Minority Participation in the Environmental Community." In addition, the office will be serving as the project manager for a professional services contract with the University of Maryland Eastern Shore conducting a Historical, Cultural and Environmental Assessment of African Americans in the Lower Eastern Shore of Maryland.

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The Department also has an office of Environmental Justice, which works in the interest of minority, underserved, and economically disadvantaged communities that may be disproportionately at risk of negative environmental impacts. MDE's recruitment strategy involves outreach to traditionally black colleges and universities, and providing internship

opportunities for minorities. MDE is currently serving on the Task Force on Minority Participation in the Environment, established in 2006 by Senate Bill 350.

## **Costs**

Nothing herein requires the Partners (EPA, UMES, MCBP, MDNR, and MDE) to obligate or expend funds on behalf of the goals, objectives, or responsibilities set forth in this MOU, or give rise to a claim for compensation for services performed for the state or federal government. Any obligation or expenditure of funds by the Partners in furtherance of the goals of this MOU must be consistent with existing legal authorities. As required by the Anti-Deficiency Act, obligations and expenditures of funds by the Partners will be subject to the availability of appropriations and the Partners' discretion in making budgetary determinations. Nothing in this MOU provides any Partner with an exception from state or Federal policies for competing financial assistance agreements and contracts.

## **General Provisions**

### **1. Publications**

- a. The results of joint research and engagement activities will be published in the form of co-publications, subject to the policies of the Partners
- b. Mutual exchange of all other publications produced by the Partners will be encouraged.

### **2. Consultation and evaluation**

- a. There will be periodic consultation, as deemed necessary, between the Partners to facilitate execution of the program.
- b. The Partners assume the responsibility for providing funds for their personnel to participate in the evaluation and periodic reporting of the activities developed under this agreement.

### **3. Contingency agreements**

- a. Each institution is expected to provide a contingency plan for the protection and evacuation of guest faculty, staff and students in case of any national emergency, or natural disaster.

### **4. Proposals for cooperative and collaborative work under this MOU are to be submitted through the designated liaison officers to assure conformity with the Purpose, Goals and Objectives of this MOU:**

- a. **EPA** – Maryland Coastal Bays Program Project Officer, Office of State and Watershed Partnerships, Water Protection Division

- b. **UMES** – Director, Living Marine Resources Cooperative Science Center
- c. **MCBP** - Executive Director
- d. **MDNR** - Special Projects Coordinator for Education, Chesapeake Bay Policy and Growth Management Division
- e. **MDE** - Environmental Justice Administrator, Office of the Secretary

### **Renewal, Amendment, Termination and Communication**

1. This agreement will remain in effect for a period of five (5) years, with the option of extending it, and with a yearly review from the date this agreement is signed with the understanding that it may be revised by mutual consultation and written consent of the partners.
2. Amendments to the agreement may be initiated by any Partner and may be made with the written consent of all Partners. Amendments may be made through an exchange of letters.
3. Any issues not mentioned in this MOU may be resolved through mutual agreement among the designated liaison officers with the approval of their respective Partner Institution Official.
4. The agreement may be terminated by any Partner with 60 days written notification to all other Partners. Termination of the MOU will terminate any obligation to the parties pursuant to the terms of this MOU.
5. Any notice, request, or communication given, made or sent by any Partner institution pursuant to this MOU is to be in writing and deemed to have been duly given, made, or sent to the party to which it is addressed when delivered by hand, mail, e-mail, or fax to such other party to the following Partner Institution Officials:

**Director**  
**Water Protection Division (3WP10)**  
**US Environmental Protection Agency**  
**1650 Arch Street**  
**Philadelphia, PA 19103**

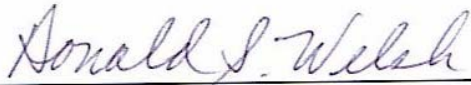
**Secretary**  
**Maryland Department of Natural Resources**  
**580 Taylor Avenue**  
**Tawes State Office Building**  
**Annapolis, MD 21401**

**Vice President for Academic Affairs**  
**University of Maryland Eastern Shore**  
**Princess Anne, MD 21853**

**Secretary**  
**Maryland Department of the Environment**  
**1800 Washington Blvd**  
**Baltimore, MD 21230**

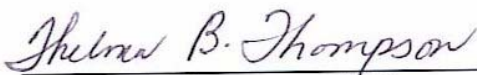
**Executive Director**  
**Maryland Coastal Bays Program**  
**9919 Stephen Decatur Highway, Suite 4**  
**Ocean City, MD 21842**

Signed:



Donald S. Welsh  
Regional Administrator  
United States Environmental Protection Agency  
Mid-Atlantic Region

June 19, 2007  
DATE



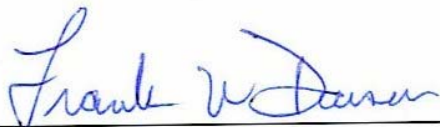
Thelma B. Thompson, PhD.  
President  
University of Maryland Eastern Shore

June 19, 2007  
DATE



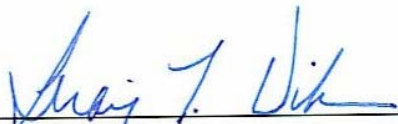
David Blazer  
Executive Director  
Maryland Coastal Bays Program

6/19/07  
DATE



John R. Griffin  
Secretary  
Maryland Department of Natural Resources

6/19/07  
DATE



Shari T. Wilson  
Secretary  
Maryland Department of the Environment

6/14/07  
DATE

## **Appendix F.**

### **Organizational Resources**

The list of resources provided here may prove useful for obtaining further insight into strategies for minority outreach and messaging. Future implementers of the Task Force recommendations are encouraged to utilize these resources as they work to develop a plan of action.

1. Chesapeake Ecology Center  
<http://www.chesapeakeecologycenter.org/>  
Adams Academy  
Adams Park  
245 Clay Street, Annapolis, MD 21401
2. Herring Run Watershed Association, <http://www.herringrun.org/>  
Phone: 410-254-1577  
Fax: 443-872-6849  
Mailing Address:  
P.O. Box 24567  
Baltimore, MD 21214  
  
Office Location: Hilltop House  
Clifton Park Golf Course  
2445 East 32nd St.  
Baltimore MD 21213
3. The Jones Falls Watershed Association, <http://www.jonesfalls.org/>  
3000 Chestnut Avenue  
Suite 100  
Baltimore, MD 21211  
410-366-3036
4. Global Environmental Resource  
P.O. box 15395  
Washington, DC 20003  
Phone: 202-637-2467  
Fax: 202-399-5480

In addition to the set of recommendations developed by the workgroup, the group felt it was important to get broader input from other minority groups not represented on the Task Force. In that vain, comments were solicited from various organizations representing diverse minority populations. Some of these groups include, but are not limited to:

The Governor's Office on Asian Pacific American Affairs  
Maryland Commission on Indian Affairs  
Piscataway Conoy Confederacy and Sub Tribes, Inc  
Accohannock Indian Tribe, Inc.  
Montgomery County Asian American Health Initiatives  
Montgomery County Latino Health Initiative  
Taytay Association of America, Inc.  
Governors Commission on Hispanic Affairs  
Centro de la Comunidad  
National Association for the Advancement Colored People, Baltimore  
Black Leadership Council For Excellence

**POINT OF CONTACT**

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**Annapolis, MD 21401**  
**410-260-8744**  
[vleggett@dnr.state.md.us](mailto:vleggett@dnr.state.md.us)  
[www.dnr.state.md.us/education](http://www.dnr.state.md.us/education)